DOCUMENT RESUME

ED 120 137 SP 009 909

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TITLE Modifying Activities for Title IX.
PUB DATE Mar 76
NOTE 13p.; Paper presented at Southern District American Alliance for Health, Physical Education and Recreation Convention (March 18-21, 1976); Not available in hard copy due to marginal reproducbility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Athletic Programs; Athletics; *Coeducation; Intramural Athletic Programs; *Physical Development; *Physical Education; Play; Sex Discrimination; Skill Development; *Womens Athletics
IDENTIFIERS *Title IX

ABSTRACT

The question of how to modify athletics programs according to Title IX specifications can be resolved by examping the basic reasons why play and sport are necessary. These reasons range from relaxation and catharsis to learning and competence seeking. Specific programs, then, should be tailored to fulfilling this braod range of needs, and organized in a logical progression that provides variety and mastery. Co-recreational activities are not new, and there are many sports which can be easily performed by both girls and boys, a lways taking into consideration interests and physical capacities. Intramurals administrators who involve students in decisions about co-ed athletics will be able to devise programs that are both acceptable in legal terms and satisfactory to students. (A bibliography and outline of sports modified for co-ed purposes are included.) (CD)

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MODIFYING ACTIVITIES FOR TITLE IX

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Title IX has been the center of much furor, fear, and fretting. Not since "JAWS" have so many people anticipated swift and sudden destruction. Perhaps, the next movie marquee will announce "LAWS": The Story of Title IX, A Devastating Monster Out of Washington, D. C. that Gobbles Up Men's Athletic Programs! But, in intramural and recreational programming co-educational or co-recreational activities have been scheduled and will continue to be with even greater regularity, thus the interest in the modification of activities for co-rec participation.

HOW TO MODIFY? - WHY MODIFY? - WHY PLAY?

The question of "how" to modify activities is for the most part answered by the factors precipitating the concern. That is to say, if one knows "why" modification is desirable or necessary, then the details of "how" to modify take shape rather quickly. Some would suggest, as well, that the question "why play?" must also be asked to develop programming consistent with stated goals and objectives.

In his book Why People Play, M. J. Ellis lists the following theories of play:

Classical Theories	1. Surplus Energy	1. energy surplus to survival
	2. Instinct	2. inheritance of unlearned capacities

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	3. Preparation	3. readying for later life
	4. Recapitulation	4. follows the development of the species
	5. Relaxation	5. recuperatory, non-work responses
Recent Theories	6. Generalization	6. repeat rewarding work experiences
	7. Compensation	7. satisfy needs unsatiated by work
	8. Catharsis	8. express emotions in a harmless manner
	9. Psychoanalysis	9. role playing, simulating experiences in other settings
	10. Developmental	10. child's intellectual growth patterns
	11. Learning	11. consequence of laws of learning
Recent Theories	12. Arousal seeking	12. seeking stimulation and increased interest level
	13. Competence/ Effectance	13. seeking accomplishments leading to acceptance cycle (4:46-111)

The answer to "why play?" should for the most part answer "what to play". If the modification significantly changes the activities or environments to the extent that needs and interests are no longer served, then the modification is self-defeating. The program administration can promote effective programming with an accurate appraisal of the need for play and the corresponding selection and provisions of activities which fulfill those needs. The literature contains many such lists of criteria for the selection of activities. The following list of principles from Bookwalter and Vanderzwaag appears to be quite inclusive and valid:

1. Validity — contributes to objectives

2.	Totality	compatible and inclusive
3.	Relativity	mutually reinforcing
4.	Acceptability	palatable to the participant
5.	Continuity	provides for skill progression
6.	Desirability	potential or latent interest
7.	Utility	carry-over value
8.	According to Capacity	age, sex and physical capacity
9.	Intensity	provision for competence levels
10.	Social Adaptability	provide leadership/followship
11.	Feasibility	time, facilities, administrative competence and geographical differences (2:217-18)

Likewise, criteria for organizing activities are considered to gain the optimal benefit from their inclusion in the program. The following list of criteria also comes from Bookwalter and VanderZwaag. (2:218)

1.	Progression	order of increasing vigor, complicity and duration
2.	Variety	kind and purpose vary with the participants development
3.	Practice for Mastery	conditioning and skill competencies are considered
4.	Seasonality	fall, winter, spring, and summer, customs and opportunities
5.	Feasibility	individual differences, supervision, facilities, time, and weather
6.	Unity	related and integrated activities

With the knowledge of the listed criteria and an experienced-referenced theory of play, the programmer can select activities or modified activities and administer them according to rational and philosophically consistent processes.

Traditionally, programs of activities are listed in professional texts to suggest an appropriate intramural program for boys and for girls. A comparision of such lists from a pre-World War II organization and administration text revealed an 84% overlapping of activities. (8:265) When would the following quote from an intercollegiate survey be dated?

> "By centering attention on the developmental needs of students rather than on winning teams and contests, intramural sports programs are tending more and more to encourage men and women to play together in sports adapted to such participation. Although there are still several colleges at which there is said to be no formal encouragement given to mixed participation, the average number of sports thus engaged in is four per campus. At one institution men and women compete in as many as eleven sports. Our survey revealed that tennis, badminton, golf, ping-pong, and volleyball are very popular as mixed sports. On a small number of campuses, men and women also participate together in baseball, riding, swimming, fencing, shuffleboard, soccer, basketball, hockey, deck tennis, paddle tennis, organized hiking, handball, and various winter sports." (5:277)

This survey was taken by H. C. Hand in 1938. (5:277) These 1938 references and others of vintage, lead me to the conclusions that: co-recreational activities are not new, traditional male and female activites are not mutually exclusive and most activities can be programmed for co-recreational enjoyment.

Some programmers would speak for safety and clamor for classification for physical activity. This practice, too, has a history in intramurals and physical education. Perhaps the male chauvinists would welcome a return of Pignet's formula designed to determine robusticity. Measures of height, weight, and chest circumference (taken while at rest) were

used to determine the participant's constitution for physical activity. (9:334) More contemporary groupings could also be considered.

1. grade level
2. anthropometric measures
3. chronological measures
4. social ability
5. interests
6. achievement
7. physical capacity
8. temperament
9. learning characteristics groupings (6:256)

In some ungraded school situations, diagnostic tests have been administered in seven major areas. The tests used for activity classification are as follows:

1. locomotor skills
2. eye-foot skills
3. eye-hand skills
4. body co-ordination skills
5. balance
6. sensory motor skills
7. rhythm and dance skills (6:257)

It should be growing increasingly clear that activities should not be arbitrarily selected or administered just to comply with the letter of the Title IX mandate. The spirit of the law and conscience of professionalism should blend the needs of the students into co-recreational participation. Other considerations may well include:

1. co-rec activities as one phase of a total program
2. co-rec activities as voluntary
3. co-rec activities available at varying times
4. co-rec activities as instruction and recreation
5. co-rec activities under student leadership

In his article "Collegiate Intramurals and Title IX", R. T. "Rookie" Dickinson reminds one of the challenge in Robert Frost's "The Road Not Taken" . . . - with the implication that the road less traveled by is that which is shared by male and female. (3:13) It is the recollection of this author that many of the fondest memories of youth for male and female may well have been the taking of a road less traveled by, and it is likewise hoped that co-recreational intramurals can share that cherished place in the memories of our youth.

A RULE IS A RULE

Hoyle published his first game book in 1742. It was entitled:

> "A short treatise on the Game of Whist, containing the Laws of the Game; and also some Rules whereby a Beginner may, with due attention to them attain to the Play it well. Calculations for those who Bet the Odds on any point of the score of the Game then playing and depending. Cases stated, to shew what may be effected by a good player in Critical Parts of the Game. References to cases viz at the End of the Rule you are directed how to find them. Calculations directing with moral Certainty, how to play well any Hand or Game, by Shewing the Chances of your Partner's having 1, 2, or 3 certain cards. With Variety of Cases added in the Appendix. Printed by John Watts for the Author, London, 1742." (1:23)

This example was selected to illustrate how technical and self-serving rules and rule books tend to become. Intramural administrators must seek the freedom to modify offi-

cial rules to gain optimal programming. The program director and student leadership are the resident experts and have the responsibility to change rules to make the activities conform to program needs and capabilities. This has been done in years past with games of low organization; for example, most children remember playing Post Office, but how about Pony Express? That's Post Office with a little more horsin' around. Or in Alaska, one might recall Dog Sled; that's Post Office only with lots of mush. Your favorite team or individual sport is subject to modification of time, number of players, size and/or shape of equipment, size and/or nature of the playing area, and the playing regulations proper.

The following is but a partial listing of some of the modifications currently in use on today's campuses. The remainder of the list is in the hearts and minds of intramural programmers past, present, and future. (7)

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ACTIVITY	MODIFICATIONS	COMMENTS
1. Archery	1. distance, target size, points 2. field - animal size	1. Official Competitive Rounds may not need modification
2. Badminton	1. Girls play doubleslines; boys, singles 2. Girls play to 11; boys to 15 for game	1. Mixed doubles can bypass rules changes
3. Basketball	1. Men - shots in lane = 1 point 2. Male/female alternate goals 3. Length of game and/or floor 4. Reduce number of fouls 5. Eliminate jump balls and free throws 6. Ht./Wt. Classification - Napoleon/Josephine?	1. Is basketball a contact sport?
4. Billiards	1. Male/female pair 2. Require alternate shot making 3. Handicaps allowed	1. Regulation game may require little change 2. Base handicap on balls made differential 60%.
5. Bowling	1. Handicaps (larger percentage differential for girls or base differential on single sex scores)	
6. Boxing	1. See comments	1. Chauvanist Pig 2. A.M.A.-No-No
7. Cross Country	1. Shorter distance 2. Head start 3. Milder terrain 4. Alternate male/female relay	1. Liability for conditioning
8. Fencing	1. Teams - male vs. female/ female vs. female 2. Points handicapped 3. Length of weapon/length of arm	1. Procede after instruction 2. Safety equipment
9. Football	1. No kickoffs - high risk play 2. Stiff penalties 3. Flags rather than touch 4. Equal number of male/female players 5. Reduce time/field size 6. No blocking/no fumbles 7. Stationary block 8. All players eligible receivers 9. More points female touchdown 10. Weight class leagues	1. Modify the official National touch and flag football rules 2. Male & female officials 3. Powder puff rules are available from most colleges

10. Golf	1. Championship or Masters Ladies Tee 2. Handicap/Calloway 3. Novelty tournaments 4. Scotch/Best ball 5. Combine scores	1. See competitive golf events from Nat. Golf Foundation 2. Use a Par 3 Course
11. Gymnastics	1. Team competition 2. Scoring differential 3. Standard Routines	1. Instruction 2. Safety
12. Handball (Paddleball; Racketball; Squash)	1. Doubles 2. Tell-tale for male 3. Point 15 for female, point 21 for male	1. 1, 3 and 4 wall rules available
13. Horseshoes	1. Weight of shoe 2. Distance 3. Points per ringer 4. Doubles	
14. Ice Hockey	1. Equal number male/female 2. More points female goal 3. No body checking 4. Male/female assist required 5. Protective equipment required	1. Surprisingly, not big in the Southern District
15. Sailing	1. Head start 2. Time handicap 3. Pairs	
16. Soccer (Team Handball)	1. Equal number male/female 2. Reduce time/field size 3. Limit checking 4. Point differential 5. Assist from opposite sex 6. Shorter penalty kick	1. University of Chicago SOCIM already modified version
17. Softball	1. Slow pitch 2. Equal number M/F (5/5) 3. Female Pitcher/male catcher 4. Alternate M/F batting order 5. Alternate M/F fielding order 6. Boys cannot bunt or steal 7. Boys bat from nondominate side 8. Reduce number of strikes 9. Reduce number of pitches	1. Lighter bats and balls are available 2. See Softball Activities List 3. No cleats or spikes
18. Swimming	1. Boys wear shirt or sweatsuit 2. Swim tandem - hold ankles girl pulls - boy kicks 3. Relays 4. Reduced distance/headstart	1. Novelty events are furnished a. Feet first swim b. Sweatshirt relay c. Ball pushing

19. Tennis (Table Tennis	1. Mixed doubles/team 2. Girl - doubleslines; boy - singles 3. Reduce number of points 4. Serve restricted	1. No change with doubles
20. Track and Field	1. Team 2. Relays 3. Distance/Time handicap 4. Lighter weights/field events	1. Elementary & middle school may not need handicaps 2. Warm up & down 3. Dangerous field events monitored
21. Volleyball	1. Equal number male/female 2. All serves underhand 3. Boys cannot spike 4. Male and female must hit each point	1. Don't spot the Japanese women any points. 2. Coed beach volleyball is nearly as common as sand 3. 2 on 2, 3 on 3 increasing in popularity
22. Weightlifting	1. Team 2. Weight classes 3. Handicap differential	1. Is chauvanism dead?
23. Wrestling (Martial Arts)	1. Team 2. Male vs. male 3. Female vs. female	1. The road less traveled ...

UNIQUE ACTIVITIES

Aerial Darts
Bicycle Racing
Canoe Race
Codeball
Curling
Darts
Decathlon
Flickerball
Holiday Field Meet
Judo
Lacross
"Mr. Intramurals"
Orienteering
Paddle Tennis
Pegboard
Platform Paddle Tennis
Pushball
Racquet Tennis
Rifle
Rodeo
Rugby
Shuffleboard
Sigma Delta Psi
Skiing
Spaceball
Speedball
Surfing
Tug of War
Wrist Wrestling
Innertube Basketball
Innertube Water Polo
Water Basketball
Water Polo
Water Volleyball
Basketball Free Throw
Basketball Golf
Kings of the Court
One Day Basketball Tournament
One, Three, and Four Man Basketball Teams
Football Field Day Events
Knee-football
One Day Tournament
Golf Chipping Contest
Golf Putting Contest
Hole in One Contests
Miniature Golf
Baseball Field Day
Baseball Throw
Home Run Derby
Over the Line
Softball Field Day
Canoe Jousting
Guys and Dolls Basketball
Multitathlon
Drag Racing
Faculty-Staff Golf Association
Coed Pentathlon
Fishing Derby
Basic Olympics
"21" Basketball
Broomstick Polo
Kite Flying
Frisbee
Century Club
Team Handball
Broomball
Crew
Sky Diving
Wheelchair IM
Floor Hockey
Float-A-Thon
Tubing
Pole(Caber) & Stone Throwing
Foosball
Bumper Pool
Fishing Rodeo
Table Games
Sport Trivia Bowl